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A CORRECTION

By one of those errors which seem impossible till they are perpetrated, I failed to attach the proper signature to the article, A Classification of the Similes in the Argonautica of Apollonius Rhodius, THE CLASSICAL WEEKLY 14.162-166. The article was contributed by Professor Eliza G. Wilkins, of the University of Colorado.

C. K.

WORD-GROUPING IN VERGIL

Editors of Vergil have not given adequate attention to the matter of word-order in his poems; indeed, most of them seem to have disregarded the subject entirely. A striking exception is found in Professor Knapp's edition, in which pages 68-70 of the Introduction (§§ 204-212) are devoted to The Order of Words; again, in the Index, pages 564-566, will be found a long array of references to passages in the Notes in which comment is made on matters of word-order. The way of the poets has also been pointed out by Professors Clement L. Smith and Clifford H. Moore, in the Introductions in their editions of the Odes and the Epodes of Horace (pages lxi-lxix, 29-34 respectively). The former states explicitly (lxii) that "the poets have studiously wrought out artistic groupings and sequences which the reader must train himself to grasp and follow". An investigation shows that the groups indicated by these editors for Horace occur also in Vergil; further, it appears that still others occur, in the greater compass of the hexameter, that are not found so easily, if at all, in the shorter lyric lines.

Words that 'go together', or balance in symmetrical groups, are such combinations as adjective and noun, adverb and verb, subject and verb. Symmetry may be of two sorts: we find (1) absolute balance, such as ab c ba; (2) small groups of two or more words each, balancing group with group, but without reversed order of the component words, such as ab c ab. A preposition does not count as a separate word if it is followed immediately by its case; enclitics do not count.

I. *Groups of three words.* These are very common: 1.12 *Tyrti* tenere *coloni*; 1.27 *spretaeque* iniuria *formae*: 1.9-10 *tot* volvere *casus insignem pietate virum*, *tot* adire *labores*. It is safe to say that in such groups adjectives that are held off from their nouns are not thereby rendered emphatic, as would be the case in prose; the group admits a central, alien word, without thereby throwing emphasis on the first word.

II. *Groups of four words.* (a) Type ab ba: 1.11 *Tantaene* animis caelestibus *irae?*; 1.81 *cavum* conversa cuspide *monlem*; 1.29-30 *iaculatos* aequore toto *Troas*.

(b) Type ab ab: 1.4 *saevae* memorem *Iunonis* ob iram; 2.166 *caesis* summae *custodibus* arcis.

III. *Groups of five, six, or seven words.* Groups of five, six, or seven words occur, though on account of their length they are less easily recognized, unless they happen to coincide precisely with the compass of one hexameter.

(1) *Groups of five words:* (a) Type ab c ba: 2.149 *mihique* HAEC edissere VERA *roganti*; 3.475 *coniugio* ANCHISE Veneris DIGNATE *superbo*; 5.245 *victorem* MAGNA praeconis VOCE *Cloanthum*; (b) Type ab c ab: 1.354 *ora* MODIS attollens *pallida* MIRIS; 3.280 *Actiaque* ILIACIS celebramus *litora* LUDIS.

(2) *Groups of six words:* 2.676 *aliquam* EXPERTUS sumptis *spem* PONIS in armis (abc abc); 6.563 *nulli* fas casto SCELERATUM insistere LIMEN (aba cbc); 3.277 *ancora* DE PRORA iacitur, stant LITORE *puppis* (abc cba); 2.379 *improvisum* ASPRIS veluti qui SENTIBUS *anguem* (abc cba); 4.372 *Saturnius* HAEC oculis *Pater* ASPICIT aequis (abc abc); 5.603 *Hac* celebrata *tenus* SANCTO certamine PATRI (aba cbc); 5.714 *pertaesum* MAGNI INCEPTI **RERUMQUE TUARUM** est (abb bba); 6.111 *eripui* HIS UMERIS **MEDIOQUE** ex **HOSTE** *recep* (abb bba).

(3) *Groups of seven words:* 5.212 *prona* petit *maria* et PELAGO decurrit APERTO (aba c dbd); 6.161 *quem socium exanimem* vates, *quod corpus humanum* (aaa b aaa); 5.417 *si* NOSTRA Dares HAEC Troius ARMA *recusat* (abc b cba).

IV. Verses *absolutely symmetrical* occur fairly frequently; some of the groups just listed might equally well be listed as symmetrical: 1.471 *Tydidēs* MULTA vastabat CAEDE *cruentus*; 2.416 *adversi* RUPTO ceu quondam TURBINE *venti*; 3.152 *plena* PER INSERTAS fundebat *luna* FENESTRAS (ab c ab); 4.92 *talibus* ADGREDITUR Venerem SATURNIA *dictis*; 5.297 *regius* EGREGIA Priami DE STIRPE *Diores*; 6.657 *vescentis* LAETUMQUE choro PAEANA *canentis*; 2.516; 3.245; 3.346; 4.139; 5.245.

V. Very frequently exact symmetry is spoiled by some one word intruding near the front of the verse (in the examples, the intruding word is set in parenthesis): 1.340 (imperium) *Dido* TYRIA regit URBE *profecta*; 2.728 (nunc) *omnes* terrent *aurae*, *sonus* excitat *omnis*; 4.49 *Punica* (se) CUANTIS attollet *gloria* REBUS (ab c ab); 6.663 *inventas* (aut) *qui* vitam *excoluere per artis*.

VI. The first word and the last word in the verse often go together in thought and grammar, with no internal symmetry: 1.15 *quam* lunio fertur terris magis omnibus *unam*; 1.41 *unius* . . . *Oilei*; 1.74 *omnis* . . . *annos*; 1.91 *praesentem* . . . *mortem*. This is true also of the Odes of Horace, though it is not so striking there, since most lyric

lines range from five to twelve syllables only, as against the thirteen to seventeen syllables of the hexameter.

VII. Related words stand at the ends of long unsymmetrical passages: 2.110-111 illos . . . euntis (*euntis* is an afterthought); 5.609-610 illa . . . virgo (*virgo* is an afterthought, or, perhaps, a space-filler); 5.664-665 nuntius . . . Eumelus (*Eumelus* is an afterthought); 5.315-316 signo . . . audito; 6.687-688 tua . . . pietas; 2.446-447 his . . . telis.

VIII. Words that go together in thought often stand in corresponding places, (1) in adjacent verses, (2) more strikingly, in verses not adjacent. This is true of all parts of the hexameter, but it is commoner toward the latter part than at the front of the verse. Compare, for the first foot, 5.256-257 longaevi . . . custodes, 1.628-629 Me . . . iactatam; for the second foot, 2.455-456 infelix . . . Andromache, 1.259-260 sublimem . . . Aenean, 6.830-831 socer . . . gener; for the second and third feet, 2.604-606 omnem . . . nubem; for the third foot, 1.76-77 tuus . . . mihi; for the third, fourth, and fifth feet, 5.458-459 quam multa grandine . . . sic densis ictibus; for the fifth foot, 1.160-161 omnis . . . unda, 2.299-300 secreta . . . oblecta (compare Ovid, Met. 2.124-125 praesagaque . . . suspiria); for the fifth and sixth feet 1.321-322 mearum . . . sororum, 4.457-459 templum . . . revinctum, 1.351-352 aegram . . . amantem.

IX. It is very common to find an adjective before the main caesura (i. e. at the end of the first metrical colon) and its noun at the end of the verse (second metrical colon): 1.20 Tyrias . . . arces; 1.36 aeternum . . . volnus. It is probably safe to say that this occurs at least ten times in every hundred verses. The reverse occurs, but much more rarely, because such a final adjective is unforeshadowed, an afterthought; 1.156 curru . . . secundo; 1.161 sinus . . . reductos. Further, the noun and the adjective may stand at colon ends, but in adjoining verses: 1.184-185 cervos . . . errantis; 1.306-307 locosque . . . novos; 1.407-408 falsis . . . imaginibus.

X. Linking-words are often postponed, and are found postponed in every place in the verse; but the pocket into which they most frequently drop is the weak part of the fourth foot. Coincidence of ictus and accent is to be avoided in the fourth foot, just as much as it is to be secured in the fifth and in the sixth. It is avoided in the fourth foot if a word-end falls in the strong part of the fourth foot; and, if this occurs in a verse that also has a word beginning with the fifth foot, obviously there is left a pocket large enough for two short syllables or for one long syllable. The great majority of the linking-words are long monosyllables; hence, if they retreat at all, they are most economically shifted to the weak part of the fourth foot. Examples are 1.1 Troiae *qui* primus ab oris; 1.205 sedes *ubi* Fata quietas; 5.126 condunt *ubi* sidera Cori; 6.372 coepit *cum* talia vates.

Such a postponement seems odd and harsh to us; but it is not unknown in English, though not very common. The fact seems to be that we, as well as the Romans, take in a group of words as a unit, and are satisfied in poetry if somewhere in the group we find the linking-word, though commonly we think that the linking-word must stand in the linking-place. English examples can be found in all times and in all types of verse: "His steeds to water at the springs In chalcid flowers *that* lies" (Two Gentlemen of Verona); "The woods and the glens from these towers *which* we see" (old lullaby); "Happy are the faithful dead in the Lord *who* sweetly die" (Charles Wesley); "From Thy wounded side *which* flowed" (A. M. Toplady); "For he may best ensample be To those the cup *that* trowl" (Sir Walter Scott); "The school house near the heather In childhood *where* we met" (G. P. Morris, 1802-1864); "And oh it was the butcher's knife His little heart *that* found" (O. W. Holmes); "The air *how* cold and calm and thin" (A. Domett, 1811-1887); "Compounded was it by *what* laws?" (E. P. Matthews, 1882); "Who did not care to mix with Peate A bleacher *who* had been" (J. M. Barrie).

For Latin examples compare 4.340 Me *si*; 1.607 In freta *dum*; 4.681 voce deos, sic te *ul*; 4.324 hoc solum nomen *quoniam*; 2.663 gnatum ante ora patris, patrem *qui* obtruncat ad aras (compare Ecl. 3.87 iam cornu petat et pedibus *qui* spargat arenam); 3.473 fietet vento mora *ne* qua ferenti; in the fifth foot, Ecl. 1.14 namque; Aen. 1.154 postquam, 6.50 quando, at the end of a verse.

Finally, more startling is the postponement to a following verse: 4.472-473 armatam facibus matrem et serpentibus atris *cum* fugit; 5.38-39 Troia Criniso conceptum flumine mater *quem* genuit; 6.792-793 aurea condet saecula *qui* rursus; 6.91-92 cum tu supplex in rebus egenis *quas* gentis Italum aut quas non oraveris urbes! (compare Cicero, Cat. 4.10).

XI. Overlapping afterthought. If an overlapping word is a verb, or a needed or foreshadowed noun, there is nothing noteworthy about the overlapping except its frequency: 1.2-3 Laviniaque venit *litora*; 1.10-11 tot adire labores *impulerit*. If, however, the overlapping word be an adjective or other explanatory word, it is not foreshadowed but is an afterthought, and it must be translated as such, and not as an attribute. Compare 2.118-119 Sanguine quaerendi reditus, animaque litandum <the sentence is now complete, then comes the afterthought> *Argolica*. Compare Cicero, Pomp. 5 vicos exustos esse <sense now complete> *compluris*; Cicero, Lael. 8 Quaerunt quidem C. Laeli, *multi*; Horace, Carm. 4.9.25-26 Vixere fortes ante Agamemnona, *multi*. Vergil has many instances: 2.329-330 victorque Sinon incendia miscet, *insultans*; 2.332-333 obsedere alii telis angusta viarum, *oppositi*(s); 3.292 Chaonio; 5.651 aegram; 5.518 aetheriis; 5.386 Dardanidae. It would seem worth while to print a comma in such places, before the afterthought.

XII. Miscellaneous. (a) Nominative imbedded in an ablative absolute group of which it is the logical subject: 1.474-476 *amissis Troilus armis* . . . fertur, 5.286 *Hoc pius Aeneas misso certamine tendit*. Compare Caesar, B. G. 2.11 *Hac re Caesar per exploratores cognita* . . . continuit; B. G. 1.44 *simulata Caesarem amicitia* . . . habere; Livy 22.17. 7; Sallust, Jug. 18.3 *multisibi quisque imperium petentibus*, with no construction for *quisque*.

(b) Parallelism of both thought and position: 1.467-468 *hac fugerent Grai*, *premeret Troiana iuventus*, *hac Phryges*; 5.702-703 *Siculisne resideret arvis*, . . . *Italasne capesseret oras* (each example is at the end of a verse). This is not so common as we might expect, considering how frequently single words are so placed.

(c) The mechanism of longs and shorts, and the balanced groups described above, do not prevent clear indications of *psychological subject*: 5.665 *incensas perfert naves*; 6.390 *Umbrarum hic locus est*; 4.171 *nec iam furtivum Dido meditatur amorem*; 2.565 *Deseruere omnes*; 3.312, the pathetic *Hector ubi est*? Compare Cicero, Cat. 3.8 *ab Lentulo se habere*; Velleius Paterculus 2.85 *clamitans fugisse Antonium*.

(d) Sequences in the order of pure prose occur, but not very often, and they are not very long: 1.55-56 *Illi indignantes magno cum murmure montis circum claustra fremunt*; 1.180-181 *Aeneas scopulum interea conscendit et omnem prospectum late pelago petit*; 2.76 *Ille haec deposita tandem formidine fatur*. "There is, in fact, no clear line of distinction between prose and verse, in respect to the order of words, although their general characteristics are plainly marked" (Smith, Horace, Odes and Epodes, lxi-lxii).

In this matter of word-order, Vergil is limited by metrical requirements much less than one might at first imagine; much of the doctrine of prose order can be taken over into the hexameter. The verse is not the unit, as is the couplet in elegiacs, so that both kinds of overlapping occur. The various groupings indicated above seem to justify, for Vergil, Professor Smith's expression for poets in general, "artistic groupings and sequences"; and they are of such a sort and of such a frequency that we can hardly think them accidental. In a wholly different connection, Cicero, *De Natura Deorum* 2.93, Says, *Quod nescio an ne in uno quidem versu possit tantum valere fortuna*, and his words seem equally appropriate here. "The poets have studiously wrought" them out (Smith, Horace, Odes and Epodes, lxii).

To the beginner in Vergil, these groupings, or at least the commonest of them, will be of service in getting out his advance lesson. So, e. g., in dealing with 6.632 *haec ubi nos praecepta iubent deponere dona*, he will join *haec* with *dona*, not with *praecepta* (compare Ovid, *Met.* 1.416 *celera diversis tellus animalibus formis* [ab c ab]). Again, in dealing with Aeneid 4.77 *nunc eadem labente die convivia quaerit*, the pupil who is familiar with *Dixi ego idem* (Cicero, Cat. 1.7) or with *domus* . . . *eadem* (Cicero, Arch. 5) will want to

make *eadem* agree with *Dido* (so Greenough and Kittredge say, "*eadem*, she again"); but the general balancing tendencies of the hexameter point rather to *eadem* . . . *convivia* (so Professor Knapp and others, though they do not state on what grounds they so decide). To the more advanced student this balancing tendency, artistic grouping, will appeal on quite other grounds. If, in general, perception of form be an important part of artistic study, it would seem to be quite as well worth while to call the attention of readers, younger or older, to these balanced groupings, as it is to the better known combinations of dactyls and spondees.

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THE PROPOSED SYLLABUS FOR LATIN IN THE JUNIOR HIGH SCHOOLS OF NEW YORK STATE

In December, 1916, a committee was appointed by the State Examination Board of New York State to consider the whole question of the School work of the seventh, eighth, and ninth grades, included in what is commonly termed the Junior High School, and to reorganize and standardize the courses throughout the State. Superintendent Herbert S. Weet, of Rochester, was appointed chairman.

In December, 1917, this committee recommended to the Board the appointment of subcommittees in each of the following subjects: English, mathematics, history and civics, geography, Latin, modern languages, science, industrial arts, agricultural arts, and commercial work.

In January, 1918, the Committee on Latin was appointed. It consisted of Mason D. Gray, East High School, Rochester, Chairman, Alvah T. Otis, White Plains High School, Dr. Thomas H. Briggs, Teachers College, Columbia University, and Professor Theodore A. Miller, University of Rochester. It was requested to prepare a Latin Syllabus for two years, beginning with the eighth grade.

In December, 1919, the Committee on Latin presented a Preliminary Report to the State Examination Board with the request that it be printed and distributed and that, after distribution, a full year be permitted for discussion before action should be taken. As indicated in the Introductory Note of the Report, the Committee proposes to make its Report in three parts. The Preliminary Report comprises Parts I and II. Part I is a discussion of general cardinal principles determining the aims and the values to be embodied in the Report. Part II is an analysis of the methods and the material recommended by the Committee for the realization of the aims and the values assumed. Part III will consist of the specific recommendations regarding the facts of vocabulary, syntax, and inflection to be covered during the eighth and ninth grades, together with an outline of required and optional reading recommended. It will also include in organized form those